

Contribution of Professional Attitudes to Managerial Practices of Public School

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Abstract— This research was conducted to obtain an empirical picture of professional attitudes practices and managerial to determine the contribution of professional attitudes towards managerial practices the Public Elementary School principal in Pangkep Regency. The research was conducted on the public elementary school's principal in Pangkep Regency, which involved 38 respondents. Data variables were collected using a questionnaire then processed with descriptive data analysis techniques and simple regression. The results of the study showed: the professional attitude of the Public Elementary School principal based on the knowledge, feelings, and tendencies the principals possessed was at a strong level that they would carry out the main tasks and functions by referring to the dimensions of planning, implementing and evaluating; the managerial practices of the Public Elementary School principal is generally at the level of often performing its main tasks and functions by referring to the functions of planning, implementing, and evaluating; professional attitudes contributed significantly to managerial practices of the Public Elementary School principal.

Keywords- Professional attitudes, managerial practices, and principals.

I. INTRODUCTION

The quality of education today at every level and education unit in Indonesia is considered to still need development and improvement efforts, especially at the level of basic education. This condition has consequences for the paradigm and practice of education to be able to prepare superior and competitive human resources in addressing quality demands in the future.

The government has made various efforts to achieve educational quality improvement including the management of school management through the implementation of School-Based Management (SBM) and the provision of school operational assistance (BOS) at all levels and units of education, as mandated in Law Number 32 of 2004 concerning Regional Government which stated that education autonomy was based on decentralization, with the School-Based Management (SBM) approach. The SBM approach is intended to grow the principal's strong and effective independence and leadership creativity.

Therefore, the mandate in the law must be the basis and direction in the development of future schools. Schools as an important vehicle in the formation of quality human resources will be realized through the education unit level. And the success of obtaining good quality education depends on the leadership and strong (managerial) governance of the principal. The success of managerial practices of governing principals in his school affected by attitudes and professional competence in performing managerial activities, as mentioned by [1], that includes the functions of good management planning, organizing, implementing and

supervising. Nevertheless, a managerial practice in schools is considered good, if the principal is able to maximize the three functions of the four existing management functions, namely the planning, implementing, and evaluating function.

Good leadership and managerial practices from the principal are a key factor for school to be effective or success. The low quality of education in Indonesia today is influenced by many factors. One factor that is strongly affected is the weak leadership and managerial practices of the principal.

The success of the school in achieving good quality education is largely determined by the leadership and managerial practices of the principal since their role is very strong in influencing the behavior of workforce resources, in this case, the teacher and other supporting resources.

In making School managerial policies, the principals are expected to be able to consult to each element of school workforce that can develop the potential of teachers and administrative staff in carrying out activities to improve quality of unit education. With the leadership of the school principal who is dialogic and communicative, it will be able to trigger changes in teacher behavior in improving the quality of education.

The achievement of the goals of education is admittedly indeed very dependent on the managerial skills of the principal as the leader of the education unit. That is because the principal is a professional in a school organization who is tasked to regulate or manage all organizational resources in the school in order to achieve educational goals. With the professionalism of the principal, the development of the teaching staff professionalism education will be at ease.

Writing about the problem of professionalism and the task of principals, especially in an effort to improve the quality and achievement of educational goals, there were many factors affected so it can be realized, and vice versa. Constraints in achieving these goals may be because some factors, such as the appointment process of the principal who is not in accordance with the procedure, the low professionalism of the principal characterized by lack of motivation and enthusiasm and lack of discipline in carrying out tasks, tardiness, and the narrow insight of the principal, as well as many other constraining factors that hinder the realization of the principal's professionalism.

It can be denied and even we often encountered of such phenomenon today, due to the weakness of the professional attitude of the principals in managing the school that they leads. Therefore, many cases of counterproductive behavior occurred, as reported in various mass media. Some of the recent cases include: (i) the "block grant" corruption case of the Ministry of Religion, South Sulawesi carried out by 17 Islamic school principals in Makassar [2]; (ii) mistreating cases of two elementary school students in Ponrang Luwu [3]; (iii) cases of illegal fee by school principals in Makassar City [4]; and a series of other cases that indicated the weakness of professional and managerial attitudes of principals, both exposed and non-exposed.

These various cases constitute forms of counterproductive behavior, and in essence, were the result of weak professionalism and low managerial abilities of the principal. This is supported by the fact that the principals' competency test scores that were low.

No matter the condition is, it is believed that not all personal principals who predispose to counterproductive behavior actually do it. There are still certain factors or combinations, which make the principal do the counterproductive behavior or not, especially the acts of misuse of his responsibilities. Individual factors at a certain level from one's moral considerations, such as high religious appreciation and honesty motives may be said to be things that prevent a person from doing deviant behavior or dysfunctional behavior. Likewise, the personal value system that is owned by someone has a strong influence on their perceptions of certain situations and behavior [5].

The principal's professional attitude is closely related to competency standards that must be understood and possessed by the principal. Some competency standards that must be understood and owned by

elementary school principals, namely professional competence; educational and managerial insight competencies; personality competence; social competence. The four competencies contain each component that must be mastered not partially, but as a whole unit.

Based on the results of preliminary studies, it was obtained that the managerial practice of elementary school principals specifically in the coastal areas of Pangkep Regency needed to get serious attention. The data collected shows that there were still elementary school principals who were not very good at preparing school plans; did not apply the principles of entrepreneurship; had weak supervision by the principal; and had low mastery of educational foundations, education policies, and concepts of leadership and management of education.

Looking at the empirical phenomena above, the writers were challenged to explore more deeply of the professional attitudes and managerial practices the Public Elementary School principals in the coastal area of Pangkep Regency.

II. METHOD

This study was intended to obtain information or directed empirical data about the interrelations of the variables studied using descriptive statistical analysis and simple regression. Descriptive statistics were conducted to obtain an overview of the research variables, while simple regression was intended to test the research hypothesis.

The data collection technique used in this study was a Likert scale questionnaire, professional attitude questionnaire, and principal managerial practices.

The data obtained through this questionnaire were data on the variable attitudes of principals in the dimensions of managerial functions, namely planning, implementing, and evaluating function. The construction of this questionnaire was developed by following a pattern from Likert in the form of a multilevel scale. For the Professional Attitude variable questionnaire, alternative answers: Strongly Agree, Agree, Doubtful, Disagree, and Strongly Disagree. While the Managerial Practice variable questionnaire, the alternative answer consisted of: Always, Often, Sometimes, Rarely, and Never. Respondents were asked to choose alternative answers, based on beliefs, feelings, and tendencies of action on the dimensions of managerial functions, namely of planning, implementing and evaluating.

The basis of this research is the principals of the Public Elementary Schools located on the coast of Pangkep, precisely in the Liukang Tupabbiring Sub-District, North Liabao Sub-District, Tupabbiring. Based on the data obtained, it was known that there were 17 Principals of Public Elementary Schools are in Liukang Sub-District Tupabbiring, 18 were in Liukang Sub-district, North Tupabbiring, 1 was in Labakkang Sub-District, and 2 were in Ma'rang Sub-District, which was subsequently used as the target population in this study.

III. RESULT AND DISCUSSION

A. Research Result

Based on the data analysis techniques used, the results of this study are presented in two parts, namely: the presentation of research results based on the results of the descriptive analysis and the presentation of the results of the main data analysis in the form of a research hypothesis test. The results of the descriptive analysis were carried out on professional attitudes and managerial practices, namely by analyzing each dimension (planning, implementing, and evaluation), in addition to analyzing all questionnaire items (per variable).

B. Descriptive Analysis Result

Overview of Professional Attitudes

The professional attitude of the Public Elementary School principals in the coastal area of Pangkep

Regency is described according to the dimensions of managerial functions, namely: planning, implementing, and evaluating.

Overview of Professional Attitudes toward the Planning Dimension

A detailed description of the professional attitude of the Public Elementary School principals in the coastal area of Pangkep Regency toward the planning dimensions is shown in the following table:

Table 1: Overview of Professional Attitudes toward the Planning Dimension

Score Range	Frequency	Percentage	Interpretation
38 - 68,4	2	5.26%	STS
68,5 - 98,9	3	7.9%	TS
99 - 129,4	2	5.26%	R
129,5 - 159,9	13	34.21%	S
160 - 190, 4	18	47.37%	SS
Total	38	100%	

Starting in table 1 above, it can be seen that 18 (47.3%) principals of public elementary schools in the coastal area of Pangkep Regency strongly agree (SS) on the planning dimension. It means that there is a strong desire or tendency to carry out managerial tasks by referring to the planning dimension.

Overview of Professional Attitudes toward the Implementing Dimensions

In detail, the professional description of the Public Elementary School principal in the coastal area of Pangkep Regency toward the implementing dimension can be seen in the following table:

Table 2: Overview of Professional Attitudes toward the Implementing Dimensions

Score Range	Frequency	Percentage	Interpretation
38 - 68.4	3	7.9%	STS
68,5 - 98,9	5	13.15%	TS
99 - 129.4	3	7.9%	R
129,5 - 159,9	19	50%	S
160 - 190, 4	8	21%	SS
Total	38	100%	

Based on table 2 above, it was obtained information that there were 19 principals (50%) who agreed (S) to carry out the planned managerial activities. The rest were 8 principals (21%) who strongly agree, 3 principals (7.9%) who were hesitant (R), 5 principals (13.15%) disagreed (TS), and 3 principals (7.9%) strongly disagree (STS) to carry out their planned managerial activities. It means that from 38 principals of public elementary schools in the coastal area of Pangkep Regency, there was a high desire to perform their main duties and functions by referring to the implementing dimension.

Overview of Professional Attitudes toward the Evaluating Dimension

The distribution and percentage of the description of the professional attitude of the Public Elementary School principals in the coastal area of Pangkep Regency on the evaluating dimension can be seen in the following table:

Table 3: Overview of Professional Attitudes toward the Evaluating Dimension

Score Range	Frequency	Percentage	Interpretation
38 - 68,4	3	7.9%	STS
68,5 - 98,9	10	26.31%	TS
99 - 129,4	3	7.9%	R
129,5 - 159,9	14	36.84%	S
160 - 190,4	8	21.05%	SS
Total	38	100%	

Table 3 above illustrates that out of 38 Public Elementary Schools principals in the coastal area of Pangkep District 14 (36.84%) had a high attitude or agree (S), 8 (21.05%) strongly agree (SS) to the evaluation function, while 10 (26.31%) of them disagree (TS), the remaining 3 (7.9%) are hesitant (R) and strongly disagree (STS). It means that the tendency of the Public Elementary School principals in the coastal area of Pangkep Regency would carry out their main tasks and functions by referring to the evaluating dimension.

Overview of Managerial Practices

The managerial practice of the Public Elementary School principals in the coastal area of Pangkep Regency is described according to the dimensions of managerial functions, namely: planning, implementing, and evaluating.

Overview of Managerial Practice in the Planning Dimension

A detailed description of the level of managerial practice of the Public Elementary School principals in the coastal area of Pangkep Regency on the dimensions of the planning function can be seen in the following table:

Table 4: Overview of Managerial Practice in the Planning Dimension

Score Range	Frequency	Percentage	Interpretation
38 - 68,4	12	31.57%	Always
68,5 - 98,9	16	42.10%	Often
99 - 129,4	6	15.81%	Sometimes
129,5 - 159,9	2	5.26%	Rarely
160 - 190,4	2	5.26%	Never
total	38	100%	

Table 4 above shows that the managerial behavior of the Public Elementary School principals in the coastal area of Pangkep Regency in carrying out the planning dimension was at the level of very often interpretation. That is, in general (42.10%) principals often plan to implement their main tasks and functions.

Overview of Managerial Practices in the Implementation Dimensions

Regarding the managerial practice the Public Elementary School principals in the coastal area of Pangkep Regency on the implementation dimension in detail can be seen in the following table:

Table 5: Overview of Managerial Practices in the Implementation Dimensions

Score Range	Frequency	Percentage	Interpretation
38 - 68,4	12	31.57%	Always
68,5 - 98,9	16	42.10%	Often

99 - 129,4	6	15.81%	Sometimes
129,5 - 159,9	2	5.26%	Rarely
160 - 190, 4	2	5.26%	Never
Total	38	100%	

Based on table 5 above, it is known that the managerial practice of the Public Elementary School principal on the implementation dimension is at a frequent level that is (42.10%). It means that in general the Public Elementary School principals in the coastal area of Pangkep Regency often carry out the plans that have been set (consistent).

Overview of Managerial Practices in the Evaluation Dimension

In detail the description of managerial practices of the Public Elementary School principals in the coastal area of Pangkep Regency on the evaluation dimension can be seen in the following table:

Table 6: Overview of Managerial Practices in the Evaluation Dimension

Score Range	Frequency	Percentage	Interpretation
38 - 68,4	10	26.32%	Always
68,5 - 98,9	15	39.48%	Often
99 - 129,4	5	13.16%	Sometimes
129,5 - 159,9	4	10.52%	Rarely
160 - 190, 4	4	10.52%	Never
Total	38	100%	

Starting in table 6 above, the information is obtained that the managerial practice of the Public Elementary School principals in the evaluation dimension refers to the level of frequently (39.48%) and (26.32%) always. It was also obtained that there was 13.16% sometimes and 10.52% who rarely conducted evaluations. It means that in general the Public Elementary School principals in the coastal area of Pangkep Regency often evaluate the activities that have been carried out.

C. Hypothesis Testing Result

Based on the data analysis technique used in this study, the hypothesis testing of the study was carried out through simple regression (SPSS 20). The test results can be seen in the following table:

Table 7: Contribution Coefficient Test Results Professional attitude towards managerial practice

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	214,882	98,863		2.174	.36
ATTITUDE	.928	.642	.234	1,447	.157

a. Dependent Variable: PRAK

Referring to table 7 above, it can be obtained that the results of the coefficient significance test ($t_{count} = 1.447$ with a significance value of 0.157. it means that there was a significant (significant) contribution to

the professional attitude variable (X) on managerial practice variables (Y).

The test implied that the conceptual hypothesis proposed "professional attitudes significantly contribute to managerial practices of the Public Elementary School principals in the coastal area of Pangkep Regency" was acceptable.

D. Discussion

The principal's professionalism determines the quality of education in a school. High professionalism is the basis of motivation for maximum implementation of managerial functions. Therefore, a principal who has a professional attitude is of course, in leading the institution, will be able to manage all the potential of existing resources to the fullest. At the school level, principals are the driving force in efforts to improve the quality of education, so schools are expected to be able to build significant changes [6].

The principal's professionalism indicates his mental attitude and commitment in carrying out academic, managerial, and other administrative duties mandated to him. In carrying out its duties, a school principal who has a professional attitude seeks to build interpersonal and interpersonal commitments to always realize and improve his professional quality.

The principal is successful if they understand the existence of the school and are able to carry out their role as people who are given the responsibility to lead the school. The study of the principal's success shows that the principal is someone who determines the center and rhythm of a school [7].

The principal as an education manager is essentially a planner, organizer, leader, and controller, as stated in Permendiknas Number 19 of 2005 concerning the management of schools/Islamic Schools that the scope of education management carried out by the principal is: schools plans program, implementation of school programs, leadership, supervision/evaluation, and management information systems.

The principal as an education manager in carrying out his main duties and functions should refer to the scope of education management, at least carrying out the functions of planning, implementing, and evaluating. To be able to realize their main tasks and functions professionally, a school principal ideally has knowledge, feelings, and tendencies (professional attitude) to implement the management functions of the education.

Empirically, testing the professional attitude of the Public Elementary School principals in the coastal area of Pangkep Regency contributes significantly to managerial practices. The existence of knowledge, feelings, and inclinations towards professional responsibilities seem to contribute to the implementation of the main tasks and functions as education managers.

Based on the descriptive analysis, it was obtained that there was consistency between knowledge, feelings, and tendencies (professional attitude) the Public Elementary School principals in the coastal area of Pangkep Regency with real behavior (managerial practice) in implementing the dimensions of management functions (planning, implementing, and evaluating) as a form of commitment in carrying out professional responsibilities. Descriptive data shows that there are 47.3% public elementary schools principals in the coastal area of Pangkep Regency have a tendency or strongly agree with the planning dimension. And the tendency towards the dimensions of planning was realized through managerial practice in the planning dimension of 42.10%, which means that they often carry out planning in implementing their main tasks and functions.

Furthermore, the description of professional attitudes in the dimensions of the implementation function shows data of 50% of the principals agreed to carry out their planned managerial activities. The tendency of professional attitude on the implementation dimension is realized through the implementation of the program which is characterized by the distribution of data totaling 42.10%. it means that there were 16

principals who consistently carried out their attitudes towards the dimensions of the implementation function or less than 3 principals from the 50% data.

Similarly, the description of professional attitudes in the evaluation function dimension shows data that 36.84% have an attitude tendency towards the evaluation function, whereas in managerial behavior the evaluation dimension refers to the level of 39.48% and 26.32%. It means that the managerial practice of principals on the dimensions of the evaluation function is generally at the level of frequent. That is, the Public Elementary School principals in the coastal area of Pangkep Regency after planning and implementing the school program, also doing the evaluation.

The empirical facts above show consistency between professional attitudes and managerial practices. The indication is that the higher knowledge, feelings, funds or the tendency of principals to management functions, the stronger and more consistent in implementing these management functions. This was similar to the results of a study conducted by [8] which showed that there was a significant effect of professional attitudes towards teacher performance by 45.6%, school work climate 48.7%, principals' leadership style 46.3%, and together 67.4%.

It is can be understood because in carrying out managerial functions, the principal must have managerial abilities. Indicators of the principal's managerial abilities are shown, through (a) ability to arrange school planning for various levels of planning; (b) ability to develop school organizations according to school needs; (c) the ability to lead and manage the management of human resources, facilities and infrastructure in the framework of optimal utilization; (d) ability to manage school relations with the community; (e) the ability to place and develop the capacity of students; and (f) the ability to develop curriculum and teaching and learning activities in accordance with the direction and objectives of national education [9].

In line with this view, [7] stated that the principal as an education manager is essentially a planner, organizer, leader, and controller. On the other hand Asmani (2012: 184) stated that the role of the principal as a manager was: (a) make future predictions of the school; (b) innovate by taking initiatives and creative activities for school progress; (c) create strategies or policies to succeed innovative thoughts; (d) compile planning, both strategic planning and operational planning; (e) find educational resources and provide educational fac

IV. CONCLUSION

Based on the results of testing the hypothesis and discussion in this study, it can be concluded that the ambitions of the professional attitude of the public elementary school principal in the coastal area of Pangkep Regency on the dimensions of the planning function generally strongly agreed to plan, in the dimensions of implementing and evaluating, generally agree. Thus, the professional attitude of the Public Elementary School principals in the coastal area of Pangkep Regency has strong knowledge, feelings, and tendencies to carry out the main tasks and functions by referring to the dimensions of the functions of planning, implementing, and evaluating;

An overview of the managerial practices of the Public Elementary School principals in the coastal area of Pangkep Regency was generally at the level of often performing the functions of planning, implementing, and evaluating. That means the principals, in implementing its main tasks and functions, was carried out by referring to the functions of planning, implementing, and evaluating;

Professional attitudes contributed significantly to managerial practices of the Public Elementary School principals in the coastal area of Pangkep Regency. That is, that the higher knowledge, feelings, and tendencies towards management functions (planning, implementing, and evaluating), the more consistent it will be in its implementation or the real behavior it shows.

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